# Campus Bulletin

The biweekly newsletter of the Indiana School for the Deaf

Number 16 April 18, 1997

## The power of attitudes

> If we believe ourselves to be victims, we become victims to justify our belief. If we believe ourselves to be responsible and capable, we become responsible and capable to justify our belief. And in both cases, we reap the results — or the excuses — that our attitudes create for us. *(Steven Covey)*

## Campus beautification

The LRC wants to remind those of you who were good enough to sign up to take care of a flower bed that the weather is beginning to warm up and now is the time to begin to pull weeds and plant new flowers. Each bed is different and so you need to decided what your bed needs.

If you have not signed up to take care of a bed, this is to remind you that we are a family and as such, we all have an obligation to take care of our home. Are you doing your part? Are you being a model for your department, your pod, your students? Together we can make a difference for the school. Show that you care about ISD by returning the form below:

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To: Staff Development Office

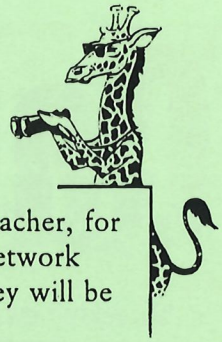
Re: Flower beds

I would like more information on how I can help to make our campus beautiful by adopting a flower bed.

_____

(Signature)

# Keep your eye on Teresa!



Congratulations to Teresa Huckleberry, High School science teacher, for receiving a grant as part of the Indiana Exemplary Teachers Network through the Indiana Department of Education. The grant money will be used to upgrade Mrs. Huckleberry's extensive computer setup.

# Set your VCRs!

On April 28, 1997, ABC will air the "I Am Your Child" Prime Time Special focusing on the importance of a child's first three years of life. Indiana is participating in this campaign through a partnership of national, state, and local leaders. Information in this special was built on research evidence presented in *Starting Points*, the 1994 report by Carnegie Corporation of New York that concludes that "how children function from preschool years all the way through adolescence, and even adulthood, hinges in large part on their experiences before the age of three." The report points out that our nation has inadvertently neglected these critical years and that this neglect has led to a variety of troubling conditions that should be improved.

"I Am Your Child" is a one-hour show which is scheduled to air on April 28 at 8:00 p.m.

# NCA needs volunteers

A powerful component of the NCA school improvement model is the visit of the NCA peer review team. The primary function of the external resource team is to provide feedback along with new ideas for enhancing the school improvement plan. Not only does the host school gain much from the combined efforts of the on-site visitation team, but individual team members learn a great deal from the visit.

The NCA is updating its list of potential visitation team members. If you would like to serve on a visitation team, please pick up a form from Dan Stutler in the Learning Resource Center.

# Visual involvement in Literacy

All children love a good story. However, when reading aloud to students, it is not merely enough to read the book. Teachers should involve the students in the book. In this way, stories come alive for children, and all benefit from the story experience. In a classroom where all members are hearing, teachers can involve students in a story auditorily as well as visually. In a classroom where there are deaf children, teachers must find a way to create a sense of involvement visually in order to take full advantage of deaf children's basic orientation to the world. In doing so, teachers can bring the story to life and instill a positive attitude about stories and books.

This positive experience with stories is what initially led Susan Mather, now an Assistant Professor in the Department of ASL, Linguistics, and Interpretation, to her current research project. As a child, Dr. Mather became fascinated by the stories told to her by her older sister. Later, she became curious about the processes that occur when deaf children become actively involved with books and reading. This interest led to a 3-year research grant funded by the US Department of Education. Started in 1994, the goals of this project are threefold: to identify the strategies used by experienced, competent teachers in engaging deaf children in a story; to identify factors that influence the quality and quantity of these strategies; and, finally, to identify whether or not these strategies enhance students comprehension.

The study involved five teachers from three different types of school settings: residential, mainstream public school, and a private day school. All five teachers were asked to read and discuss two picture books with their classes. Books were chosen on the basis of two criteria. One, it had to contain passages that encouraged the production of imagery and detail during the telling, and, two, the book had to be popular among 3 to 8 year olds in order to encourage a successful book-reading event for everybody. Communication strategies varied from classroom to classroom with some teachers using American Sign Language, some teachers using Manually Coded English (MCE) and some teachers using a combination of both. The teachers and students were videotaped during these reading and discussion sessions. A panel of evaluators analyzed videotaped sessions in depth for visual involvement strategies.

The first phase of this study has been finished and the results have been published in Multicultural Aspects of Sociolinguistics in Deaf Communities, ed. by Ceil Lucas, 1996. In this paper, Mather identified one of the ways in which she had determined that teachers successfully involved students visually in a story. This was through the use of visually constructed dialogue. In her study, constructed dialogue was a technique in which teacher enacted the characters thoughts, words, and actions. She found that when teachers used a shift in eye gaze to indicate different characters, or enacted different ways in which the characters initiated the dialogue (like tapping a character's shoulder) the children's comprehension of the story increased. In addition, when teachers did not rely on sentence by sentence reading, but rather put the book down and signed the story from memory, they re-created the story and established visual, interpersonal involvement with their students. When the teacher read the story aloud line by line, they did not establish this involvement with their students.

Mather hopes to help all teachers to incorporate visual involvement strategies in their classrooms. By presenting at conferences and publishing, she hopes to share her passion with all those involved in reading books to deaf children. By employing the appropriate strategies, teachers and adults can make the world of stories come alive visually for deaf children. *(Adapted from Research at Gallaudet, January 1997)*

# AT&T Learning Points

We are making excellent progress with the AT&T Learning Points program. We just got a letter from AT&T stating that we have 82 community members who are donating their long distance dollars to ISD as of the end of February. This is up from 9 in January. We encourage anyone with AT&T long distance service who has not yet designated ISD as their beneficiary school to please do so. You can call AT&T at 1-800-354-8800 and give them ISD's id number, 01894163, or you can send in a very simple form, available from Jim Frenchik in LRC.

Here is a look at our numbers so far:

| | December | January | February |
|---|---|---|---|
| Number of customers donating points | 0 | 9 | 82 |
| Current period's service points earned | 0 | 2,466 | 14,787 |
| Bonuses | 0 | 4,500 | 36,500 |
| Total New Points | 0 | 6,966 | 51,287 |
| Total Points Available | 12,000 | 18,966 | 70,253 |

# A note of thanks

"It was a total surprise and delight to receive support in cash from our friends at ISD! It has been helpful with the hospital parking, meals, and driving expenses! Thank you for your thoughtfulness!" *Jodee and Rusty Crace and Family*

# CASA for Kids

CASA for kids is a philanthropic project of the Indianapolis Alumnae Chapter of Kappa Alpha Theta in partnership with Circle Centre Mall. They have chosen ISD to be one of the recipients of their fund raiser.

Five different home builders will construct play houses which will be on display during the month of September at the Circle Centre. Raffle tickets may be purchased to win one of the homes. Since ISD is one of the benefactors, we must staff the mall for 4 days during the month. We will be asked to take two-hour shifts. We will need 100 volunteers to fill our responsibilities. The houses will be on display from September 1 - September 22. If you are interested in helping, call the Staff Development office at 924-4374 ext. 414.

# AmeriCorps is going strong

Hello, staff and students of Indiana School for the Deaf. We are a team of AmeriCorps*National Civilian Community Corps Members (NCCC). AmeriCorps*NCCC is a national service program designed to encourage young Americans, ages 18-24, to get things done through community service.

Indiana School for the Deaf proposed that another NCCC team work on several projects around the school grounds. Our tentative projects include constructing a storage building for athletic equipment, completing renovation of the Scout Cabin, painting the interior of Caskey Gym, completing work at Wehrling Wetlands, sealing vacant buildings, building four new flower beds, and painting various murals in the vocational building.

Our first project was working on Aransas National Wildlife Refuge in Austwell, Texas. On the refuge we worked on several diverse projects. The projects that we completed were re-decking a boardwalk with recycled plastic lumber, stopping erosion of a bay overlook, and constructing the shell of a volunteer building.

Our previous project was working in Poudre Lab School in Fort Collins, Colorado. At the Lab School our goal was to integrate Service Learning into the school's curriculum and also to tutor and mentor students on various subjects.

AmeriCorps*NCCC is a 10-month residential national service program for young women and men of all educational, social, and economic backgrounds. The program in inspired by the Depression-era Civilian Conservation Corps (CCC), which provided work for thousands of young men restoring our natural environment in America. NCCC adheres to the CCC's primary focus on the environment, but also recognizes that our nation's challenges are changing and so must the solutions. NCCC is a great combination of military service, including team building and leadership, with the best practices of civilian service. Corps Members acquire valuable job skills and experiences that cannot be matched anywhere. The NCCC enhances the ability of its corps Members to become problem solvers and leaders.

Sun Team #6 **"Greater Than One"** is composed of 13 people who share an interest in making a positive contribution to their communities and their environment and a dedication to a tradition of selfless service. We come from all over the United States and all bring something unique and special to the team. All members of the team have been trained in diversity awareness, environmental issues, basic carpentry, computer information, trail building, Media/Public Relations, Red Cross CPR, First Aid, and Disaster Relief. Individually we bring American Sign Language Certification, Fire Fighting Certification, and certified nursing assistant service.

# Definitely "Greater Than One"

The Corps Members of the Sun Team #6 **"Greater Than One"** are a diverse team of young adults. They bring to ISD certification and training in many areas:

Red Cross CPR and First Aid
American Sign Language
Computer Information
Diversity Training
Trail Building Workshop
Media/Public Relations Training
Conflict Resolutions
Corpsmember Ambassador Program
Mass Care
OSHA Certified
Fire Fighting Certified (Red Card)
Forklift Certified
Basic Carpentry
Interior and Exterior Painting
Certified Nursing Assistant
Chainsaw use: safety

In addition, of the 13 members, 5 have high school diplomas, 4 have some college background, and four have Bachelor's Degrees (in Rehabilitation Education, History, Sociology, and Psychology).

Please welcome **"Greater Than One"** Sun Team #6 Corps Members:

Team Leader Megan Willamson, 23
Alexandria, Ohio

Amanda Davis, 20
St. Louis, Michigan

Jesse Diaz, 25
New Braunfels, Texas

Jason Martinelli, 24
New Philadelphia, Ohio

Jessica Martinez, 19
Mission, Texas

Patrick McCarthy, Jr., 19
Montclair, New Jersey

Courtney Meador, 20
Corpus Christi, Texas

Jennifer Miller, 19
Lake Milton, Ohio

Bianca Montgomery, 19
Chicago, Illinois

Jennifer Myers, 19
Huntington, New York

Christopher Rego, 20
Norfolk, Virginia

Suzanne Snider, 22
New Lexington, Ohio

Dean Troup, 23
Somerset, Pennsylvania

## *See you next time!!*

***The next "Campus Bulletin" will be distributed on Friday, May 2. If you have items that you want to submit, please send them to Jim Frenchik in LRC by Tuesday, April 29.***